



State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Governor's Emergency Education Relief (GEER) Fund
Local Educational Agency (LEA) Application

In order to receive a CARES Act GEER Fund allocation, an LEA must submit this application to the SEA.

GENERAL INFORMATION

1. LEA Information	
LEA Name	LAMAR COUNTY BOARD OF EDUCATION
Mailing Address	P.O. BOX 1379
Physical Address	150 BUTLER CIRCLE SW
City/Town and Zip Code	VERNON, AL 35592
Superintendent's Name	VANCE HERRON
Contact Person	WENDY MORRISON
Contact Person Position	CSFO
Contact Telephone Number	(205) 695-7615
Contact Email	WMORRISON@LAMARCOUNTYBOE.COM

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for GEER funds under the CARES Act. The Governor of Alabama allocated \$48,851,495 to the Alabama State Department of Education. GEER funds can be obligated through 9/30/2022. Pre-award costs to the GEER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Section
The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter):

A. Private School Equitable Services Allocation

NOTE: Use the Private School Equitable Services Implementation Form for this section.

- The LEA has no private schools in their attendance area
- The LEA has private schools but ALL declined to participate in CARES Act GEER funding
- The LEA has private schools that will participate in CARES Act GEER funding

Complete the section below only if you have private schools that will be participating in GEER funds:

Total LEA GEER Allocation	
Total LEA Private School Allocation	
Total LEA Private School Administrative Costs Set-Aside	
Total # of Private Schools Participating	
Total Student Enrollment at the LEA	
Total Student Enrollment at ALL Participating Private Schools	

B. Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.

LEA Allocation for Section B: 32,585

- The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities.
- The LEA will **not** use this allocation for equipping school buses with Wi-Fi capabilities.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: CELL SERVICE ACROSS OUR COUNTY IS NOT RELIABLE

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)

Amount to be transferred: 32,585

- Before and After School Tutoring for Learning and Remediation in Schools (D)

Amount to be transferred: _____

C. Provide additional academic support to bridge learning and achievement gaps of students within the LEA.

LEA Allocation for Section C: 85,907

- The LEA will use the allocation above for providing additional academic support to students.
- The LEA will **not** use this allocation for providing additional academic support to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: _____

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)

Amount to be transferred: _____

- Before and After School Tutoring for Learning and Remediation in Schools (D)

Amount to be transferred: _____

D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.

LEA Allocation for Section D: 29,623

- The LEA will use the allocation above for providing tutoring to students.
- The LEA will **not** use this allocation for providing tutoring to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: We will only use a portion (\$734.24) of this for tutoring. More funding is needed to cover the cost of the Souday System.

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)

Amount to be transferred: _____

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)

Amount to be transferred: 21,888.76

NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.

2A. Equitable Services Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Provide a brief explanation answering the following questions:

- 1) Were services from private schools accepted or refused in your LEA?**
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?**
- 3) When did private schools in your LEA receive timely and meaningful consultation?**
- 4) What services will each private school receive and when will the services be implemented?**
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?**
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?**

N/A

2B. Equipping School Buses with Wi-Fi Capabilities

Provide details as to how the LEA will use GEER funds to connect Wi-Fi to district buses.

BECAUSE OF WEAK CELL SERVICE THROUGHOUT OUR COUNTY WE FEEL THIS WOULD NOT BE THE BEST USE OF OUR FUNDS.

2C. Additional Academic Supports to Bridge Learning and Achievement Gaps

Applicable Grade-Level(s) (Check all that apply):

Pre-K K 1st 2nd 3rd 4th 5th

Applicable Support(s) (Check all that apply):

- Reading/ELA Family Engagement/At-Home Learning Resources
 - Math Family Engagement/At-Home Learning Resources
 - Dyscalculia-Specific Screener
 - Dyslexia-Specific Screener
 - Vulnerable Populations Resources or Supports
- ES MS HS

NOTE: Only answer the questions below that apply to supports selected above by the LEA.

Reading and Math Family Engagement/At-Home Learning Resources

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

N/A

Dyscalculia Screener

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Identifies dyscalculic tendencies in students and is not time intensive to administer;
- Recommends intervention strategies;
- Presents easy to interpret reports and information on a student's strengths and weaknesses;
- Provides diagnostic reports for teachers;
- Provides parent reports and guidance; and
- Provide additional opportunities to screen students beyond grade 3.

N/A

Dyslexia-Specific Screener

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to evidence-based science of reading criteria;
- Provides ability and options to universally screen, identify risks, progress monitor, and/or report results in a seamless system;
- Provides recommendations for intervention strategies and/or individualized learning paths to help close achievement gaps; and
- Provides additional opportunities to screen students beyond grade 3 (if applicable).

N/A

Vulnerable Populations Supports

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Provides streamlined approach to gather, use, and monitor identified vulnerable population data;
- Includes tools or resources to assist with development and/or implementation of individualized plans for specific needs of students;
- Includes communication tools to ensure meaningful communication in a language understood by the parents/guardians;
- Provides evidence-based learning activities that align to students' plans; and
- Provides other related or applicable services specific to vulnerable populations.

All K-3 students will be administered multiple assessments to accurately and efficiently determine students' current reading readiness as defined by the science of reading components. The universal screeners that will be used is AimsWeb Plus, STAR by Renaissance and STAR Early Literacy. The resulting data will be studied and used to identify gaps in order to develop individualized reading plans that address specific core reading and intervention strategies to close the gaps.

The intervention program that was purchased, Sonday System, is based on the Orton-Gillingham approach which is grounded in the science of reading. The Sonday System intervention program provides the opportunity to identify, intervene and help struggling students catch up with their peers using effective multisensory instruction.

The parents/guardians of any K-3 student who exhibits a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word fluency, sight words, oral reading accuracy, vocabulary, or comprehension will be notified by a formal letter in their native language no more than 15 school days after the identification. A description of the evidence-based reading intervention and supplemental instructional services that will be used with the child will be given in the student's reading improvement plan. Monthly notification will be provided to the parent/guardian of the student's progress toward grade-level reading. Email communication will also be established, if possible, to answer questions and provide resources to use at home to help the student succeed in reading.

Evidence-based learning activities that align to students' plans will be provided for each student that has an individualized learning plan in reading by using the Sonday System. Grade appropriate instruction materials like letter cards, alphabet strips, sound card decks, sight word card decks, blending card decks, rapid naming posters, prefix card decks, suffix card decks, blend card decks, and root card decks will be available for at home use to provide practice for students' at home.

Other services that may be provided are online parent activities and resources. These resources provides activities in Phonological Awareness: Rhyming, Alliteration, Syllable, Word and Sentence Segmentation, Onset and Rime Recognition; Phonics; Fluency; Vocabulary; and Comprehension. Appropriate resources will be shared with parents/guardians according to the skill/skills their child is working on at school.

<https://www.education.com>

<https://www.themeasuredmom.com/>

https://www.readingrockets.org/strategies/blending_games

<https://www.phonics.com/>

2D. Before/After School Tutoring

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to *Alabama Literacy Act* requirements for students who are identified with a reading deficiency;
- Provides learning opportunities outside of the traditional school day; and
- Includes description of employee duties/responsibilities aligned to intensive intervention needs.

GEER funds will be used to purchase all components of the Sonday System Intervention program. Pre-K and Kindergarten will use the Let's Play Learn (LPL); first grade through second grade will use Sonday System 1; and third grade and beyond will use Sonday System 2.

Let's Play Learn offers structured, systematic, multisensory practice for preschool through kindergarten students. It is used as a tool to develop foundational reading skills and prevent reading difficulties, or as intervention for those who need to strengthen pre-reading skills. Each lesson provides effective intervention in whole class and small group settings.

Sonday System 1 and Sonday System 2 offers structured, systematic, multisensory reading intervention for beginning readers through the end of 2nd grade reading levels (Sonday 1) and intermediate readers at a third through eighth grade reading level (Sonday 2). Each lesson provides effective intervention in small group settings.

Sonday Essentials will also be used to provide proven multisensory phonics instruction to kindergarten through fifth grade students. Sonday Essentials quickly identifies those students who could benefit from the reading intervention methods in Sonday 1 and Sonday 2. Sonday Essentials is designed to be delivered as whole class core reading instruction at the content levels of K-5. The lesson duration is daily for 20 minutes. The skills and concepts taught include phonological awareness, phonics, blending, segmenting, spelling, reading and writing.

This intervention program meets the requirements of the Alabama Literacy Act at all levels. It is based in the Orton-Gillingham method which is based on the science of reading research that is aligned to the Alabama Literacy Act. The program includes all the scientifically-based reading instruction components: multisensory language instruction, oral language development, phonological awareness, alphabetic principle, decoding, encoding, phonics, fluency, vocabulary, comprehension and writing. The program will be provided by effective teachers that have received specific professional development as to the delivery of the program. Explicit and systematic instructional methods that provide detailed explanations, extensive opportunities for guided practice, and opportunities for error correction and feedback will be used in a daily targeted small group setting.

Additional intervention time will be provided after school or during the summer, or both, for students that are identified as having a consistent deficiency in letter naming fluency, letter sound fluency, nonsense word reading, sight words, oral reading accuracy, vocabulary or comprehension. Highly skilled teachers will use the Sonday System intervention program to provide the needed skills to bring these children to grade level reading as soon as possible.

The Sonday System is a scripted program that provides all the materials and straightforward, explicit lesson plans needed to cover the critical skills. Each six-step lesson is structured to permit continual practice and review while maintaining variety and interest, with suggested manipulatives clearly listed and provided. Progress checks are woven into existing lessons allowing teachers to diagnose difficulties and prescribe next steps. This format allows for a straightforward lesson that outlines the duties and responsibilities of teachers as they provide intensive intervention to students in need.

3C. Additional Academic Supports to Bridge Learning and Achievement Gaps			
Total Section C Allocation			140,380.76
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries			
Benefits (If applicable)			
Classroom Supplies (including print materials)	Sonday System - classroom manipulatives	1100-411-8100	140,380.76
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

3D. Before/After School Tutoring			
Total Section D Allocation			7734.24
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Salaries	After school and summer tutoring	9130-134-4800	6445.00
Benefits (If applicable)	After school and summer tutoring - employer match	9130-220-250-4800	1289.24
Classroom Supplies (including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

How will the LEA plan for implementation and measure impact for effectiveness for purchases identified?

We decided to purchase the Souday System because we needed a good intervention program that was based on the science of reading. We use Lexia (computer adaptive program) as an intervention tool for our students who struggle, but to help meet the goals of the Literacy Act we needed a multi-sensory intervention program that would help us not only be able to identify our struggling students, but to also be able to prescribe strategies that would fill the gaps and help our students catch up with their grade level peers in reading.

Souday System program has both pre/post tests that will be used to measure for the effectiveness of the program. Checkpoints are built into the program within ever five lessons so teachers can regularly monitor the progress of students as well. AimsWeb Plus, STAR Renaissance and STAR Early literacy will also be used mid-year and end of year to determine gains made throughout the year of students and during the summer program. The impact for effectiveness on tutoring should be significant. The program is very easy to follow and has all the materials and manipulatives provided.

What is the proposed timeline for providing services and assistance to students and staff?

The proposed timeline for providing services to students is Aug. 24, 2020 – September 30, 2022.

OTHER ASSURANCES AND CERTIFICATIONS

4. Other Assurances and Certifications

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. Section 427 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

(a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

(b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.

(d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

What steps does the LEA propose to take to permit students, teachers, and *other program* beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program?

All students PreK through 5th grade in need of reading intervention will be afforded the same opportunity with the offering of Soliday System, which will include after school and summer tutoring. Policy 6.9 of the Lamar County Board of Education Policy Manual will be strictly adhered to. It states that "No student will be unlawfully excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity offered or sponsored by the Board on the basis of race, ethnicity, color, disability, creed, national origin, sex, immigrant or migrant status, non-English speaking ability, or homeless status. Any barriers that arise during the course of the program will be addressed on a case by case basis and dealt with swiftly.

6. Section 442 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

(a) Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subsection (b). The application shall cover the participation by that local educational agency in all such programs.

(b) The general application submitted by a local education agency under subsection (a) shall set forth assurances

(1) that the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction -

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the

Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

(c) A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate.

Wendy Morrison

LEA Chief Financial Officer (Typed Name)

Wendy Morrison

LEA Chief Financial Officer Signature

205-695-7615 x3003

Telephone Number

09/01/2020

Date

Vance Herron

LEA Superintendent (Typed Name)

Vance Herron

LEA Superintendent Signature

205-695-7615 x3001

Telephone Number

09/01/2020

Date

**Send completed application to CARESapp@alsde.edu.
Upon approval of the application, funds will be released to the LEA.**

ALSDE Internal Use Only

Date Application Received: 9/3/2020

Date ALSDE Approved: 9/15/2020

[Signature]

State Superintendent and/or Designee Signature

Date

09/15/2020

Date GEER Funds Released: _____